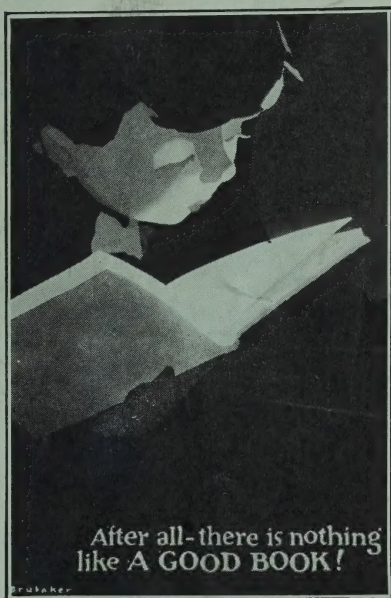


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How to Observe  
*Children's Book  
Week*

November 8th to 14th, 1925



After all - there is nothing  
like **A GOOD BOOK!**

Brubaker

*Suggestions for Communities*



**BOOK WEEK**

is held under the auspices

*of the*

**NATIONAL ASSOCIATION OF BOOK PUBLISHERS**

**25 WEST 33RD STREET, NEW YORK**

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# *An Idea*

## THE FIRST CONFERENCE

EARLY in September one of the booksellers wrote notes to prominent men and women of the city, who were interested in children's reading, mentioning the dates of Book Week, and asking them to attend a conference at his store to discuss plans for a community celebration of the Week. One of the people to whom he wrote was the chairman of the ministers' association, others included the superintendent of schools, a teacher who was very active in the work of local parent-teacher associations, the merchandise manager of a department store who was a member of the board of the Association of Commerce, the chairman of the literature division of the women's club, a newspaper editor, and the Boy Scout executive. All the booksellers of the city were invited, and the head of the library.

This group decided at the first conference that each member would plan and promote a Book Week feature for the organization with which he was most closely in touch, arousing the interest of members in the Week and planning publicity for their contribution to the community celebration. In addition, they decided that one big feature must be planned, which would bring the important subject of boys' and girls' reading to the attention of every home and every individual in the town. A small committee of three members was appointed to devise a program for this.

## THEATER'S COOPERATION

This committee called upon the manager of the largest motion picture theater and asked him to arrange to show during Book Week, a film made from a famous children's book. With the assistance of the superintendent of schools, the committee planned a pageant of book characters to be given by school children at the theater, at performances on the last three days of the Week. Each grade school and high school in the city contributed a tableau representing a book, and the theater audiences voted to determine which school presented the most effective tableau.

The bookseller who had formed the Book Week Committee gave \$20 worth of books to the library

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# Observance of B

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## COMMUNITIES

celebrated the Week last year. Was your town among them? The observance described below contains suggestions for organizing a program for the Week in your city.

of the school which won first prize, and \$10 worth of books to the one which won second prize.

This feature brought the Week a great deal of newspaper publicity. The theater issued handbills announcing the special program. One of the department stores had a window display of the books which were portrayed in the pageant. The books which the tableaux represented were talked about everywhere. The parents of the school children became interested in their rivalry for the prizes, and everybody in town knew it was *Book Week*.

## MANY ORGANIZATIONS INCLUDED

Another contest was undertaken by a local newspaper, which offered book prizes for the best review of a children's book, submitted by a boy or girl under 14. The teachers urged the children to compete and a large number of reviews were written. The best of them were published in the paper.

The public library held "open house" during Book Week. Camp Fire Girls and Girl Scouts acted as ushers for the visitors. A model library for a boy and a model library for a girl were shown, with book-cases, table and chairs loaned by a furniture store. The children's librarian had also arranged special story hours for the younger children during the Week.

A well-known authority on children's books and reading addressed the woman's club and one of the bookstores arranged a very attractive exhibit of children's books in the lobby of the club house.

Another bookstore held a reception for a visiting author, at which several club women acted as



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# Book Week

hostesses. A department store had an exhibit of original book illustrations and a display showing the process of book-making, from manuscript to finished volume.

At the meetings of the two men's luncheon clubs, Boy Scouts gave talks on "Books My Dad and I Have Enjoyed Reading Together." At the business women's City Club and at meetings of the parent-teacher associations there were talks on "My Boys' and Girls' Favorite Books," and also addresses by librarians, recommending new books suitable for Christmas gifts to boys and girls.

At one school parents were invited to attend an exhibit of books bound by the pupils in the art classes and one of the large private schools had an exhibit of book posters and book-plates designed by the children.

The local radio station arranged to broadcast two talks on children's reading during the Week, one given by the superintendent of schools and one by a bookseller.

The churches also participated in Book Week, several ministers devoting sermons to the importance of children's reading and publishing lists of boys' and girls' books in their church bulletins. Book posters were displayed in the Sunday Schools.

Through editorials and news-stories the newspapers helped greatly to coordinate the varied activities of the Week and make them have constructive value in the community life. A regular weekly column, "Books for Boys and Girls," edited by the children's librarian, was established in one of the newspapers.

Other features which help to make Book Week a success:

- an Earn-a-Book campaign. See circular "Club Program Suggestions," for details of organization. Recommended by General Federation of Women's Clubs.

- an essay contest for school children, "What I Saw in a Local Bookstore," or other essays mentioning books that the child likes and giving reasons for his interest. Bookstores give prizes, newspapers print best essays.

- distribution of book lists to all school children by Rotary Club, library, women's club or bookstores.

- book talks by librarians and authors in all school assembly meetings.

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## SIGNIFICANCE OF BOOK WEEK

CHILDREN'S BOOK WEEK was originated in 1919 by the American Booksellers Association, the American Library Association, the Boy Scouts of America, and associated publishers. It has become, in six years, a national annual campaign which thousands of communities use to stimulate interest in boys' and girls' books. Throughout the year Book Week inspires a growing consciousness of the importance of children's books, of their influence in character development and in the building of citizenship, and of the contribution they can make to the happiness of the individual throughout life.



## CHILDREN'S BOOK WEEK PUBLICITY MATERIAL

*(Send requests to National Association of Book Publishers, 25 West 33rd Street, New York.)*

*Poster*, designed by Jon Brubaker, pictured on cover of this folder. Printed in eight colors. Free.

*Card miniatures* of poster in color, \$1.00 per 100.

*Poster*, designed by Jessie Willcox Smith. "More Books in the Home." Printed in four colors. Free.

*Card miniatures* of Jessie Willcox Smith poster, in color, \$.75 per 100.

*Motion picture slide*, either poster design, with imprint, \$.50. Specify design wanted.

*Club Program Suggestions* for Book Week, circular compiled by General Federation of Women's Clubs, Literature Division. Free.

*Book Projects*, circular compiled for schools by National Congress of Parents and Teachers, Committee on Children's Reading. Free.

*Magazine Articles* on Children's Reading, a list of recent articles. Free.

*Book Films*, a selection made by the National Board of Review of Motion Pictures, 70 Fifth Avenue, New York. Free.



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## CHILDREN'S READING

*Notes from a talk broadcasted August 5th,  
from Station WEAJ, New York, by Miss  
Anne Carroll Moore, Supervisor of Work  
With Children, New York Public Library.*

“ALL THE BEST TEACHING is done unconsciously. Too frequently in books about children's reading, there is a spirit of teaching instead of the spirit of play.

“Perhaps the first thing necessary for a grown-up who wants to encourage a love of reading in children is that he rid himself of the idea of *teaching* boys and girls to enjoy books. The child's moods should be respected, in all our endeavors to bring children and books into natural and intimate association. Sometimes a child will enjoy an imaginative book, at other times he will long for a more realistic type of story. Let children make different kinds of book friends.

“The supreme test of a child's book is: has this book come out of a rich, full mind, with a true understanding of childhood? Or is it merely the best that can be done by a mediocre person? Far too many children's books have been written out of empty minds.

“Children do not want to be bored by having books forced upon them just because some grown-up has liked those books. They want to be allowed to find things for themselves, to exercise their own choice.”

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Miss Moore says that a radio talk is successful in proportion to the naturalness and informality of the speaker. The requirements of her experience are:

- 1.—A good voice for transmission.
- 2.—Something definitely interesting and arresting to say about the book or books chosen for the talk.

Theory and generalities are not effective. The talk must begin and end in a way to hold the audience.